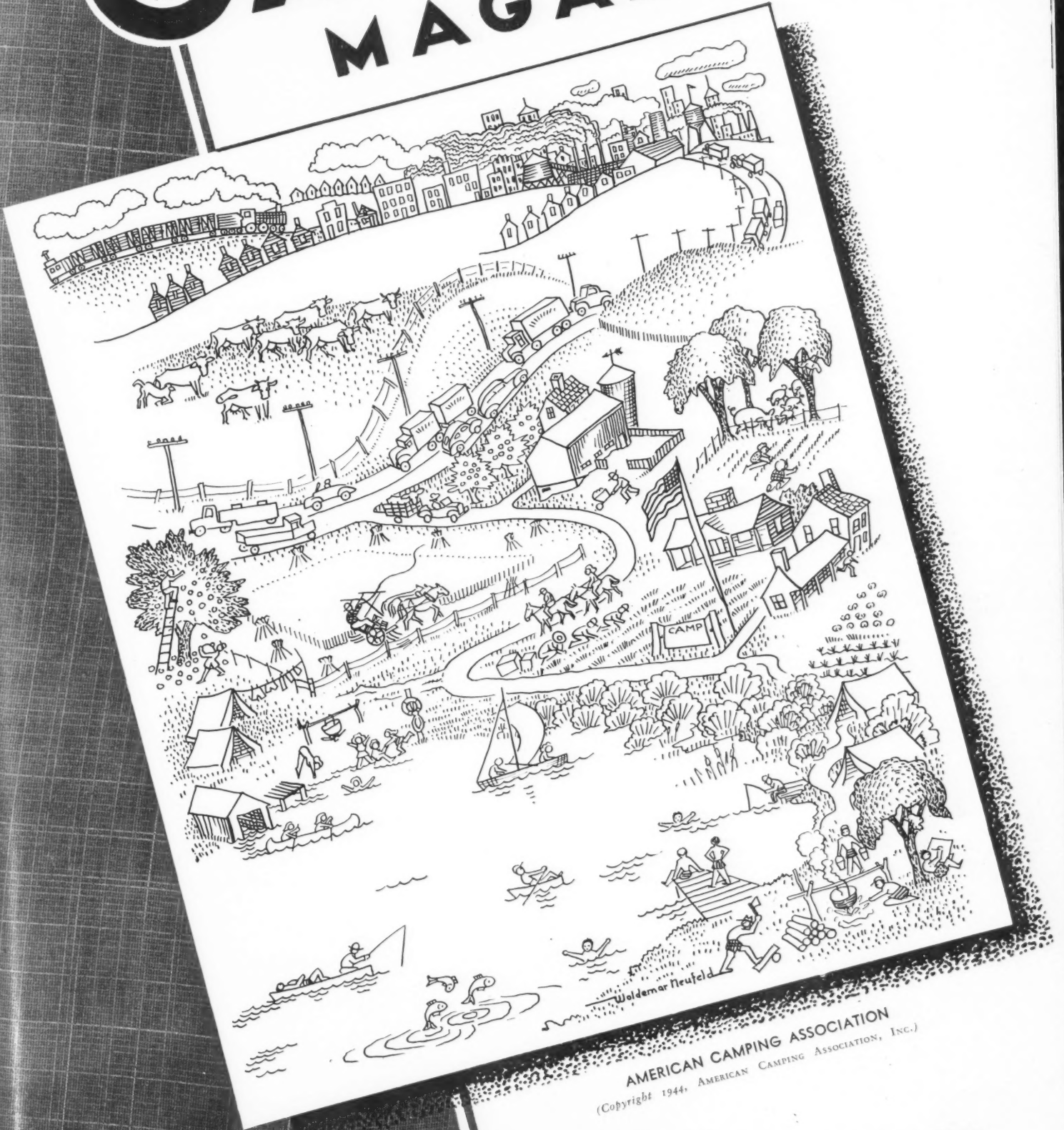


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CAMPING MAGAZINE



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Interest Units for Senior Campers

By

Harriet Dively

ON AN island in Puget Sound, along a mile of sandy beach, are the eighty-three acres of wooded hills and valleys which have been the summer home of Seattle Camp Fire Girls for the past twenty-five years. Camp Sealth named, as the city of Seattle was, after an Indian chieftain, has about 250 campers each session and more than a thousand different campers each season.

Many of these campers have had from three to six years of camping experience when they reach senior camp; they were Blue Birds at Holiday House first and then, at ten years of age, attended White Cap Camp for juniors, and two years later Magic Hill Camp for Intermediates. Shining Sky, the senior camp, is open to girls from fourteen to eighteen years of age.

A program for senior camp was needed which would present a challenge to the interests and imaginations and needs of these older girls, which would be new, different, and glamorous.

As a result of campers' dreams, counselors' planning, and good hard labor on the part of the Camp Committee, a program based on the various interests of senior girls was evolved. Shining Sky Camp was divided into units: *Sea Gypsy*, a nautical program; *Silver X*, a horsemanship unit; *Tipi Town*, for rustic camping; *Kiwanis*, leadership training; and *Adventure*, a leisurely, more general program for "worn-out" high school girls wanting to relax.

Tipi Town. It is not every camper who is interested in a program of backwoods camping, with sleeping on the ground and outdoor cooking as part of the regular routine. But there were many firm boosters for Tipi Town, which accommodates from ten to twenty girls. The Director of this unit and her assistants were outdoor enthusiasts, skilled in primitive camping. The unit lived in two tipis and a tent which they often took out on trips. There was a permanent outdoor fireplace and running water. The setting was lovely, back in the woods, and a good distance from other sections of camp. Two meals a day were cooked out by this unit.

The group planned their own camp schedule of activities. They sent a representative, as did all the other units, to the Shining Sky Camp Council where all joint senior camp plans and programs were arranged.

Tipi Town built its own Council Ring, cleared areas for camp beautification, made shelves, cupboards, and signs—decorated their tipis, made objects of rustic handicraft, demonstration fires, etc. A background of Indian symbolism and lore added color to decorations and dramatic efforts. The highlights of their two-week program each session were the covered wagon trip taken by the unit and the All-Camp Barbecue or fish bake which they superintended. Every year a group of Indians came to camp, pitched their tipi and were Sealth guests. They presided over

a big all-camp salmon bake, assisted by Tipi Towners—who learned good points from them on fire building and outdoor cooking. This unit also was responsible for the All-Camp Council Ring program held each session. They planned the program, assigned the parts, built the fires, provided the decorations and completed all arrangements.

Sea Gypsies. In the anthology of traditions at Camp Sealth is the tale of a hardy group of early campers who were the first to circumnavigate the island in boats. An adventuresome group of excel-

Courtesy Camp Fire Girls



THE CAMPING MAGAZINE



Courtesy Camp Fire Girls

lent swimmers and experienced rowers, they started the tradition that a group called the Sea Gypsies must circle the island once each camping season. The usual time required was three days. One year, so history goes, a group by sheer accident and good luck, struck the tides just right and made the trip in the record-breaking time of twenty-four hours.

At last dreams came true; Camp Sealth had a sailboat—a sturdy Sea Scout Sailing Ship with a cabin accommodating twenty, and a good Diesel motor (in case of a calm.) Vashon Island could be circled in a matter of hours.

The sailboat made possible a fine nautical program—the staff of this unit included the Unit Director and assistant, and the Sea Scout Skipper and two crew men. The Skipper was a college boy on the staff for the season—his two crew men changed each week. Many of the boys took this week as their vacation time from summer jobs.

On the shore the Camp Committee built a Sea Gypsy Cabin, under which at high tide, the waves could be heard lapping the sand. Two tents pitched nearby on the shore housed the group. Skipper, counselors, and girls worked out a nautical program with a series of rank advancements in which swimming ability, knowledge of boats, their parts and care, operations of sails and rigging, reading of charts and compasses, knot tying, and other skills were included. The Sea Gypsy unit worked out its own daily and weekly schedule, as did the other units, with the help and suggestions of the Shining Sky Director and approval of the Sealth Director.

The big event each period for the Sea Gypsies was the three-day cruise. After charting a course which tried to make the best use of tides and currents, they explored the waters of Puget Sound. Map reading became a necessity and food storage, planning and cooking an adventure. They could sleep aboard or ashore, as they saw fit.

The Sea Gypsy contribution to camp as a whole was to help charter the ship for desired trips of other

sections of Camp and to assist as crew on these excursions. They also assisted, when needed, at the waterfront. Needless to say, this unit was a very popular one.

Silver X. The girls in Silver X were limited to ten, a figure determined by the number of riding horses. They lived together with their counselor in the Silver X cabin. The care of horses, good horsemanship and horseback trips were their major interests.

The Silver X girls planned the Camp Gymkhana, held each period, and arranged the horse show given for parents on visiting days. Their overnight horseback trip, which made possible visits to interesting landmarks on the island, sodas at the island drug store, and pasturing the horses for the night, was the high point of each session for Silver X girls.

Kiwanis. The leadership training unit, called Kiwanis after the Seattle Kiwanis Club which has sponsored and helped finance Camp Sealth from the beginning, is the oldest unit and enjoys the highest status of any unit of Shining Sky Camp.

Kiwanis unit is limited to twenty girls who must be juniors or seniors in high school, have camped in senior camp, and have passed certain rank requirements. The Kiwanians live in a lodge a quarter of a mile from main camp. They cook two meals a day in their own lodge kitchen and plan their own program which seems to follow an individual pattern.

The Director of Kiwanis Lodge is carefully chosen and is presented in town at a formal tea given by past Kiwanians for girls eligible for Kiwanis for the camping season.

Their camp leadership program usually includes camp equipment and administration, such as sanitation, garbage disposal, dining-room and kitchen management. Qualifications for counselors, staff relationships, leadership techniques and ability, program planning, camping objectives, camping bibliographies, etc., are all included in their discussions.

Observation of counselors in directing cabin groups and craft activities was arranged. Kiwanis girls assist

craft counselors occasionally. Kiwanis Coals, as their evening discussion periods were called, were occasions for the entertainment of guest speakers, such as visiting camp directors, the dean of women from the University, a guidance counselor from the city schools, a mountaineering authority. Social grace, hospitality, and personal charm were stressed; and a Counselors' Tea once each period became a traditional event.

The climax of the Kiwanis period was a two- or three-day mountain trip to Mount Rainier or the Olympics. Mountaineering techniques and good planning and packing were always a part of Kiwanis training. A scholarship to the Seattle Mountaineers was presented to two outstanding Kiwanians each year.

Service to the main camp included all of the planning and arrangements for the all-camp church services on Sunday morning and for the Council Fire held at the close of each session.

Upon graduating from high school, Kiwanis campers become apprentice counselors.

Adventure Unit. Some senior campers come to camp tired out by a strenuous year at high school, during which time they may have had a part-time job. They want to enjoy life in the out-of-doors in a leisurely fashion. These girls signed up for the adventure unit where coiled-spring cots and thick mattresses were enjoyed.

During craft period each morning, they chose whatever activity sounded most interesting; the most popular activities were hand craft, archery, badminton, boating, modern dance. In the afternoon they could swim, write letters, read in the library, play

records in the recreation room, ride horseback or continue with the craft of the morning.

An overnight cruise or a supper cruise on the sailboat, and row boat trips across the channel, were highlights. Adventure unit planned the All-Camp Banquet held each period and presided over the Camp Council, a planning group of campers representing all the different sections of Camp.

The various units of senior camp could be recognized by the different ties they wore. These ties, made of material decorated with motifs suggestive of their units, were presented at the first evening program each session by the Camp and Unit Director with appropriate ceremony, and were treasured by the girls.

Our experience with these interest units of our senior camp suggests consideration of the following points: (1) Find out the interests and needs of your campers and approach these with an imaginative and colorful attitude; (2) Carry out all your plans with the spirit of fun and adventure, give opportunity for responsibility, leadership and status; (3) See that your program is broad enough to interest the many different girls who should be enjoying the camping program each summer; (4) Let the unit groups do their own program scheduling as much as possible.

Older campers enjoy living in smaller unit groups. They desire a certain distinct status, and an opportunity for recognition by the main camp of their organizational and leadership ability in carrying out a major camp project. They want to develop their ability in chosen camp skills and to specialize according to their interests. With this new senior program, senior attendance at Camp Sealth reached an all-time high.

Courtesy Camp Aloha



FOOD FIGHTS FOR FREEDOM— ON THE CAMP FRONT, TOO

By

Catherine T. Hammett

“WHAT DO WE EAT?” becomes even more important these days than “When do we eat?” Not only “what do we eat?”, but also what are people in other countries, those in the armed services, or people in the many parts of our own country getting to eat these days? These are questions that will be a part of all camp programs in one form or another this summer—or *should!* There are other angles of the food situation than the director’s headaches in finding cooks, arranging for ration points or deliveries, or dodging shortages. There is a world-wide food problem, and, here in this country, a national food program that is attempting to find answers to that problem. Camps, as well as all other agencies or groups, have a responsibility to take a share in educating young people to the needs of this food program, and to help them do their share in cooperating in all possible ways.

Even though rationing may be temporarily lightened, there is no indication that it may not be tightened again; there will be a tremendous job to be done when countries which we cannot help at present, are liberated, and the millions of people there will need food as well as other forms of help. Farmers are being called upon to raise larger crops, even in the face of growing manpower shortages; civilians are urged to raise food in Victory Gardens for their own consumption, or to preserve for future use; there is great need for everyone to realize the needs of the government’s slogan of “Conserve, Share, Play Square!” These are not matters for grown ups or housewives alone; they are matters for young people to know and to help with, and camps can find much good program material in making the food program a vital one.

In camps the program has two angles—first, helping inform the campers, making them more aware of needs, trends, reasons for rationing, and so forth; and second, giving them a chance to participate in much needed services to the country. Here is a service project that needs no trimming up! Here, too, is something that touches everyone—at least three times a day! There can be no doubt of the appeal; anything that has to do with food demands attention immediately!

GOOD USE OF FOOD

Among the possibilities, good use of the food we have takes first place. This may take the form of help in planning for hikes or trip meals, or in planning regular meals cooked by small camper groups. For trip meals, there is the weight of foods to be carried, in addition to the stress on a well balanced menu. It is easy in a camp group to stress points of quantities carried, so there is enough, but not too much; careful planning means no waste of food, as well as no food to dispose of, or carry back to camp. A counselor finds it a simple matter to talk of taking carrots with a sandwich meal, or how to balance a starchy dessert like bread sticks with a one pot meal full of vegetables. Aside from nutrition, there are opportunities to talk about foods that are available, or substitutes that still make good cooking out. We can help campers develop ingenuity in making adaptations of old dishes, or perhaps in inventing new ones. Most of us will admit that hike or trail meals have tended to fall into pretty usual patterns; now there is a challenge to stimulate campers beyond the hot dog and some-mores stage.

These suggestions are mainly in relation to meals cooked by small groups away from the camp dining room; there are similar emphases that can be carried on in the dining room. It seems especially important to help interpret such food needs in the light of the world food situation, and not just in terms of the difficulty in getting help, or of obtaining certain foods, and the like. The attitudes of the counselors will do much to help campers understand, and be happy in accepting the changes or restrictions that may occur. Such good attitudes may well have a carry-over value to winter living and may combat poor adult attitudes on rationing, black markets, hoarding, and the like.

GARDENING

Several articles in the past issues of *The Camping Magazine* have pointed out the values in garden projects in camps. All camps, of course, are not in areas suitable for gardening, but a good proportion must be. It seems very necessary for such camps to have gardens, not only to supplement the camp table, but more than that, to give campers an opportunity to participate in one of the most widespread of civilian

services. Many youngsters had their first chances at helping things grow in camp gardens last year. From a service angle, there is nothing much better for campers of all ages; from an educational point of view, there is much to be gained from gardening—especially for campers from the cities.

Camp gardens took many forms last year; some were definitely planned to raise food for the camp dining room; some were smaller gardens, from which gardeners could pick food for small group meals or hikes; some were planned to raise a single crop, such as green beans, to be sold to canneries, or for some service reason, such as a village canning project; some were planned mainly to help campers know the fun and satisfaction of gardening. Does it not take a good deal of planning—and a special counselor? Yes, of course, but so does swimming or canoeing or horseback riding. All camp activities call for special staff and special equipment, and gardening is no exception. An enthusiastic staff member who really *likes* gardening is as important for gardening as a good craft person is for the craft house. It is worth it this year (or next) to find that person; above all, the garden should not be left to chance; what is everybody's job is nobody's job. Planning ahead will be necessary too; the garden will need to be planned, prepared, and started before the campers arrive. A good plan of staggering some crops will give them a chance to see the garden in many stages.

Do not neglect the opportunities for extra-curricular activities in relation to a garden! There are other crops than food—nature grows in the garden, too: the oriole that sings in a nearby tree; the bunny that nibbles those first green lettuce leaves; the insects that help or hinder; the weeds that seem to grow so easily—all these are starters for investigation. There are dramatic activities in gardening, too. The first harvesting of radishes is a highlight that deserves a ceremony. (Abbie Graham's "Ceremonials of Common Days", Women's Press, has one that is perfect for the first meal when starry eyed gardeners can present a tray of radish-jewels to the rest of the camp.) There is folk lore in gardens; there are songs of the earth, and of growers; there are poems of gardens and gardenwares. There are harvest songs and festivals in many nationalities. All these may seem far removed from the wartime food program—but they help campers to see the importance of food throughout the years, and to appreciate the growing of anything.

CONSERVING SURPLUS

Sometimes in camps there are extra crops that cannot be eaten while still fresh, but that may be canned for winter camping, or possibly as a service to some village agency. Girls' camps, especially, may well give girls the opportunity to learn something of canning and preserving. In some camps, it is possible to

dry foods. Sometimes in small towns, the Home Demonstration Agent of the Extension Service of the Department of Agriculture has equipment like pressure cookers that can be used or borrowed. Tomatoes can be successfully canned over outdoor fires, in ordinary boilers. One camp used its dish-sterilizing boiler and dippers to can tomatoes last year. You will need expert advice on canning; it is easy to get from the Department of Agriculture, on a Public Utilities Company, or a local dietitian, or perhaps your own camp dietitian.

In many camps, or in the surrounding territory, there are wild berries or fruits that can be used as fresh foods, or can be made into jam. It is important to gather and use such foods, and not to let them rot and be wasted. Sometimes a nearby farmer has a crop of berries or fruits that has ripened too quickly, and he is glad to sell the crop to the camp, with the campers having a hey-day of picking. Many camps made jam and jelly last year from berries picked nearby, and did a fine job of supplementing the meagre butter supply. What better fare for a breakfast hike than blueberry pancakes, made from berries picked on the way, or apple sauce made from apples in that old orchard; or peach pie baked in a primitive oven from peaches gathered at Farmer Brown's. And what better way of helping campers to find fun in the out of doors, and chances to learn about out door ways?

FARM PROJECTS

The values and needs of farming projects have been well presented before this to *Camping Magazine* readers; but no picture of the food needs and food program would be complete without mentioning farm projects, too. There will be camps set up, in whole, or in part, as living bases for farm workers; small groups may go regularly or be on call for nearby farm work; there may be emergency calls to large camp groups. By all means, as a camp program matter, and as a service project, look into the needs in your camp area. Your older campers deserve the chance to help produce food, if there is a need. This, too takes planning and a sympathetic staff, but it is worth it in return of camper-satisfaction and service.

These are not times to continue in the same old ways; camping has much to offer in good outdoor projects to wartime needs and activities. It is the "thing to do" to help *food fight for freedom*. What part does *your* camp play in the nation's program on food production, use and conservation?

PUBLICATIONS

VICTORY GARDENS—U. S. Dept. of Agriculture No. 483 Miscellaneous Bulletin.

FARM AIDES—*A Guide for Group Leaders*—Published jointly by the Girl Reserves, Camp Fire Girls and Girl Scouts. (Catalog No. 23-315—25c.)

(Continued on page 24)

Teaching Campers to Sail

By

Joyce Bertram

MUCH has been said in recent years about the thrill of sailing, but little has been written of the manner in which people, particularly young people, may be taught to sail. For even though one may take to sailing like an "old salt" one must still be taught the fundamentals. Summer camps are realizing more and more the drawing card they possess in a sailboat, one or an entire fleet.

One of the most obvious fundamentals is, of course, your boat, its parts, and their functions. This, is the natural place to start in the teaching of sailing, but it is not wise to dwell at too great a length on this. Children will learn the names of parts of a boat and their functions far faster if they are called upon to use them. The essential parts such as, sheet, halliards, tiller, rudder, center-board, deck, bow and stern should be memorized at once, but the others should be left until further interest creates a need for them.

Even the first time out most children are eager to "do something" to feel that they are actually taking part; and this can be most readily accomplished by allowing them to hold the "sheet". A safe plan is to caution the would-be sailor that if he's never sure what to do—"let 'er go"! If the effect of this "letting 'er go", can be demonstrated several times this will serve to impress it more firmly than mere words. Explain to the child that he is, in effect, holding onto the wind with his bare hands, and that by the simple act of releasing his hands the wind will immediately spill out over the top of the sail. This accomplished the different positions of the sail, depending on direction of the boat prove less confusing to a beginner. Right here it should be stressed that there is a subtle bond of sympathy between sheet and tiller; one can never work independently of the other. This may be demonstrated by changing direction of the boat, necessitating a change in position of sail.

Not until the beginner fully understands the reason for constantly changing the position of the sail should he attempt to use the tiller; and when he does it should be with an experienced sailor handling the sheet. If the wind is not too strong or erratic, he should be encouraged to play around with the tiller a little, to notice how it responds oppositely and how the slightest change in direction will often completely alter the speed of his boat. And then he should be

encouraged to steer in a straight line, preferably toward a tree or rock on the opposite shore.

Until the boy or girl is a little more at home in a sailboat, no mention should be made of "jibing" though of course "coming about" is already a thing to be taken with equanimity. Nothing seems to confuse a beginner faster or more hopelessly than a premature explanation of the significance of "jibing". Not until it comes up naturally, it is well to leave the subject alone.

When it does come up, however, it is wise to prepare your crew before you demonstrate. This may be done by explaining the difference between the sail filling up slowly from the narrow bow as it does when you come about, and filling up fast from the wide stern, as it does in jibing. The crew must be prepared to change sides more quickly in a jibe, the reason being the speed with which the boom is apt to swing across. Try your jibe with one person handling sheet and one the tiller.

To add interest to your sailing lessons, discuss with your crew the various ways by which they would go about rescuing a companion, should she or he be so unfortunate as to fall overboard. When they settle the question to suit themselves throw a paddle or life-belt over the deck and instruct the "skipper" to go back and pick it up. The correct way, of course, is to get below your object as quickly as possible, sail parallel to it, then turn up into the wind beside it. By this time your crew should realize that the only way to stop a sailboat is to head it into the wind. The practice in picking objects out of the water will greatly lessen the wear and tear on both dock and boat when landings are being attempted. Boats should be moored a short distance from land, but if they must be tied at a dock, make sure there is room to come in well downward of the dock.

And now, when your crew have become efficient at handling their boat, picking up objects and landings, jibing without shipping water, and are tossing technical names off their tongues with carefree abandon, is the time to introduce a few elementary racing tactics. Racing requires skill, and 9/10 of one's success depends upon practice. The other tenth is good common sense. Rules of right of way are important—but if you are just one crew in a camp of 10 to 15, then

you should already have practised them.

In racing the importance of getting a good start cannot be over emphasized and in this connection it is well to stress this point: "When the starting whistle blows, it is better to be behind the line, going fast, than *on* the line, standing still." This is a hard thing for beginning racers to take in, but the truth of it can be easily demonstrated. Train your skippers to be on or near the starting line facing the *wrong* way when the last warning whistle blows. Hold that tack for a few seconds past 1/2 time then come about and sail fast for the starting line. If your judgment has been accurate you should be close to the line, sailing fast, when the starting whistle blows.

As nearly all races have their first lap dead against the wind, it is here where headway is generally won or lost. Long tacks or short tacks are purely a matter of choice, and depend chiefly on your boat and how high she'll point.

Another fallacy which young sailors find hard to disprove is the belief that the farther the boat heels the faster it will go. Such is not the case. As long as your sail is not luffing, you can go no faster by hauling it in. Indeed, the reverse is often true, for it is common sense to realize that as soon as you drag anything in the water you slow down your speed, and a deck can drag in the water as easily as an anchor.

At summer camps it is often found advisable to have some system of tests for which the children can work. The following have been used for several years and have proven very successful.

CREW TEST

1. Help to rig and stow.
2. Name 15 parts of boat.
3. Wind directions (16 points of compass.)
4. Handle sheet in all positions.

SKIPPER TEST

1. Handle sheet and tiller over a triangular course.
2. Name 30 parts of boat.
3. Reef a sail while under way.
4. Pick up object from water 3 times.
5. Six consecutive good landings.
6. Jibing—handling both sheet and tiller.
7. Signs of good and bad weather.
8. Twenty-five technical terms.

SOLO TEST

1. Rig and stow boat alone.
2. Sail a triangular course in set time.
3. Three good racing starts.
4. Knowledge of racing technique.
5. Jibe around a buoy and pick object up from water.
6. Reef sail alone.

Three Studies Completed by Pacific Camping Association

The Pacific Camping Association has completed three studies showing the effects of war on camping. These studies were made by Louis H. Blumenthal, Executive Director of the San Francisco Jewish Community Center. They were presented at the annual conference as follows: in 1942, at the Santa Barbara Conference; in 1943, San Jose Conference; and in 1944, at the Santa Barbara Conference.

The 1944 Study gathered up the experience of 60 organized summer camps on the Pacific Coast. There were a number of important findings. Many more children were taken care of than in previous years. Many of them came from homes where both parents were engaged in war industry. Camps made a great contribution in providing a feeling of security for these children.

Greater emphasis was placed on building up the health of the campers and making them more physically fit to withstand the strains of war time. The mental health of the children was preserved by getting them away from war tensions, crowded living conditions and abnormal home conditions, especially in the

critical military and industrial areas.

Many of the camps reported that their children gained greater experience in learning the ways of democracy by participating in small group activities.

The outlook for 1944, according to camp directors, indicated that there would be an increased enrollment of children, but that there would be more difficulty in securing staff personnel. They expect to recruit these more from such groups as discharged veterans, school teachers and parents.

Many of the camps conducted Farm Labor Camps to assist in the gathering of the crops. This provided a valuable work experience, which was considered of inestimable value.

A number of the organizations operated interracial camps, which included representatives of different races. Children here had the opportunity of learning about the members of other groups.

Other war services rendered by camps included the operation of victory gardens craft work for the American Red Cross, training in forest conservation and training fighting crews in the event of forest fires.

"Dig A Well"

By

John Bard McAllister

IT IS Wednesday afternoon and cabin six is on its way to the traditional "cabin supper" site. They have just entered the damp woods that lies between their cabin and the hill-top picnic spot that is the envy of every cabin group. "Junior" gives a sudden shout of joy. "Look fellows, mushrooms for the soup!"

"Those ain't mushrooms, sap, anybody knows they're toadstools. Toadstools are poisonous," pipes up Sherman, the cabin know-it-all.

Junior looks at the counselor with a "what are we going to do with him" expression in his eyes, and asserts, in a pleading voice, "They are *not* toadstools, are they?"

The counselor, knowing less about fungus growth than the campers, kills the incident with: "I don't know, but we can ask 'Buggy'. We have nature hour next Friday." And hastily the conversation is changed to the current baseball scores.

Gala Week is getting off to a fine start with a ball game between the senior campers and the junior counselors. The whole camp is eagerly watching the game, with the exception of Ray and Tim. They are far out in right field, where the clearing fades into the woods, playing hide and seek with the song sparrow, towhee, and brown thrasher.

"Gee, Tim, I wish I knew what those birds are. Listen! What's that?"

"I don't know, but why don't you ask your 'Chief'? We ask our Chief everything."

"Aw, ever'time you ask him anything he always says, 'Go ask Buggy'."

Gala Week is over and the campers are on the way from the last council fire of the season to their cabins. Two boys are running up the trail and suddenly burst into the clearing. The boy in the lead stops dead in his tracks. Pointing to the heavens he says, "That star's up there every night, wonder what it is?" They walk the rest of the way to the cabin, arms around each others waist, expounding their theories of the universe.

Such moments as these caused Ernest Thompson Seton to say in the preface of his book, *Two Little Savages*, "Because I have known the torment of thirst,



Courtesy Girl Scouts, Inc.

I would dig a well where others may drink." And buried in the libraries are the "wells" that could quench these thirsts. As long as the books containing the knowledge of the world are left on the shelves of the libraries our campers will continue to "know the torment of thirst". The nature trail and the nature den are good teaching mediums and do much to quench the thirst of eager campers; however, they are of limited value since many questions originate miles from the trail or den, and few of them live in the fleeting imaginations of our campers until they can "ask the nature counselor." Thus many queries suffer a still-birth.

If camps are to be graced with the term "educational institution", certainly they should offer opportunities in the use of books. When the surroundings of the camper have stimulated questions, and the readiness-set of learning is perfect, the answer, or the "well" for "quenching the thirst" should be at hand. Many times this is the counselor, but as often as not he must confess ignorance. If, however, the situation is such that the counselor, acting immediately upon this thirst of the camper, can lead him to a source of information and there acquire the knowledge sought, not only have camper and counselor grown in wisdom but also the bond between them has been strengthened.

Often, due to limitations of time, environment, or skill, the source of information cannot be critical observation of natural phenomena, but must be the

printed page. In such instances the counselor has a double responsibility, for a large measure of the camper's success in school will depend upon his ability to garner information from books.

The contents of library shelves hold little or no interest for a child unless he has been introduced to the pleasures of books. Few children know the delights that lie on any but the fiction shelves. Reference books contain too many facts to make enjoyable reading and children soon learn this. Their casual experience has taught them that it takes concentrated effort to trace down the facts they wish to find, usually the space and time distance between the stimulus to learn and the source of knowledge are so great that the stimulus is lost before the knowledge is gained.

Nature dens with their libraries, craftshops with their manuals, waterfronts with their handbooks, are steps toward placing knowledge at the source of stimulation. Why not go a step farther? Along the trail where the mushrooms grow build a trailside library. "Dig a well". Place there a copy of one of the good field books on mushrooms, "Dig a well" where the ball field fades into the woods. In the clearing put an astronomical library, consisting of a good text, and a star map. A flashlight is an indispensable part of such a library.

When the fritillaries and the anglewings are feeding on the butterfly-weed blooming in the old orchard, put the insect "well" with a cyanide jar, hand lens, and net in an appropriate place. The grasshoppers and leafhoppers, along with countless other insects in the vicinity, will cause many a thirsty camper to stop at this well.

Where is your "natural" flower garden? Is it along the path to the stables, or down by the archery range? Where better to dig a well!

Do your campers ever get into heated discussions about horsemanship while waiting at the stables for their turn to ride? In an accessible place put a shelf for your favorite books on horsemanship. Add a few curios to invite idle curiosities.

A lone boy has wandered to the site of the camp's devotionals on the high bluff overlooking the camp. One of the religious books with which he is familiar might just be the soothing waters he is looking for. Can you refuse to let him drink?

The waterfront has its mysteries. Does your counselor have all of the answers to the myraid of questions about fishing, swimming, and boating? There is a wealth of material available for the shelf on the dock.

In the craftshop there is every reason for having a very "deep" well. All of the materials can be put in one place. But for the sake of utility a better plan would be to put the general books on one shelf and the specialized manuals, such as those on jewelry,

weaving and leather, in their respective sections of the shop. The extra copy of the pottery manual might go down at the clay bank. A baked clay niche would protect it from the weather and would make a fascinating project.

The responsibility of the camp has not been completed when these wells of fact have been established. In addition to the technical material there is also good fiction and poetry centered in almost every aspect of camp life. At each well have an appropriate bit of this literature to stimulate young imaginations.

Where are the books coming from? May I suggest the local "Ten-Cent" Store, the U. S. Government Printing Office, Cornell Rural School Leaflets, sporting goods companies, clippings and reprints from magazines, and museums. Your state forestry department will supply copies of its pamphlet on native trees. Cap'n Bill's feature in *Recreation* magazine has many tips. And don't forget the commercial publishers and second-hand book stores; they have the classic references.

An early start can be gotten on the library if you have the camp handy man build a few waterproof bookshelves in the style of the camp architecture. After the beginning of the season interested campers, working with the counselors, can expand the library as their imaginations direct. Birchbark, hollow trees, flagstones, baked clay, No. 10 tin cans, and apple boxes, all are materials that lend themselves to this project. A stool and sometimes a table should be a part of every library, for who likes to read standing up? Here again campers will enjoy making their own "creature comforts".

Some administrative difficulties of such a plan are not to be overlooked. The whole camp staff must be familiar with the library set-up; they must know the exact location of each library and what it contains. Every counselor must become a library attendant, ready and willing to help when ever needed. Instead of the embarrassed "I don't know" response to campers' questions, they should go with them to the appropriate (and nearby) library and together seek out the answer. This counselor training is one more item to add to the agenda of the pre-camp conference.

Your camp librarian has the big job of coordinating the distribution of the books with the programs of the other counselors. She must get the appropriate book to the proper place at the right time. When its usefulness is spent, it should be returned to the main library for cleaning, repairs, and redistribution. Cataloguing the camp library by a standard system (Dewey decimal or Library of Congress) will facilitate keeping tab on the books. This will also give the camper a chance to become familiar with standard library procedure. A check-out system can be in-

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Courtesy Camp Charlevoix



Courtesy Camp Charlevoix



Camp Festivals

By

Paul K. Weinandy

"LOOK! A knight!" In a forest clearing at sundown, staff and campers were gathered when suddenly a knight in shining armor appeared out of the twilight. "What are you doing here?" several children called.

"I'm hunting for the dragon," he replied. Then, as if by sudden inspiration, he shouted, "And I know where he is! Come with me and we'll hunt him together!"

Forty-five excited youngsters followed down the narrow path through the forest, trailing the knight in armor who led the hunt brandishing a huge wooden sword. Some of us grown-ups were alarmed at the speed with which the children disappeared, as if a Pied Piper had lured them away, and thought it better to follow. The sun already had set; it was rapidly getting dark in the forest, and we were guided down the paths by the children's shouts. When we caught up with them at a cross-road, we found the knight to be Lenny, one of our counselors, and he was surrounded by children and other counselors dressed in grotesque costumes suggesting a "Midsummer Night's Dream" in a camp setting. Some were butterflies, others, green demons of the forest, hunters, and forest animals; six little boys had come as six salamanders with horns and grass skirts; others wore colorful get-ups made from their imagination and scraps of materials and colored paper from the craft room. It was a Midsummer's Day Festival of the Forest, which the children and counselors had planned for that day, at its climax!

For several years it has been the custom at our camp to have several all-day festivals which would

give complete and free expression to the campers' imagination. It is nothing unusual for a camp to have such events planned; they are traditional. In our camp it was also traditional that for each session there should be one high-light for the children to remember especially and cherish. This often took the form of a circus, a water festival, or some other large dramatic event. But too often these affairs were tediously, laboriously prepared for days and even weeks ahead, and by the time the event came off the children had lost their spontaneous interest, and the counselors were worn down with fatigue.

It was our desire to have these events preserve their spontaneity and excitement for the day of the affair. Our first step now, therefore, is to plan the affair with the children a day, or at the most two days, before, thus preserving the element of freshness and genuine excitement which is characteristic of spur-of-the-moment enterprises. Too often the enthusiasm which is worked up for a play or a festival loses its intensity if the actual affair is too far from the inception of the idea. Direction must not be too insistent on every last detail, making it possible to introduce last minute changes and allow for spontaneous additions. To the visitor the lack of careful planning and preparation appears to be disturbing. Children are often vague about the so-called purpose of the project, when questioned about it by the visitor while they are making their preparations. It is our specific desire to preserve a certain vagueness about the festival so that the children will enter the affair with great expectation and will be thrilled by the many unforeseen surprises.



To illustrate this point, let me refer to some of our events and picture two in particular. A chance remark by a camper or a counselor often determines the nature of the event which climaxes the camp session. One summer a group of girls held a gypsy trip, and one of them happened to say, "Why doesn't the whole camp go on a gypsy trip?" This created a new tradition for our camp. We decided at once that two days later on Thursday, the entire camp would leave by horse, wagon, and trailer, for a new campsite where we would spend one day. One boys' group selected the spot. The cook and kitchen staff were given Thursday off and invited to join the caravan. Cabin groups made plans to get ready for the great exodus on that day. Purposely, the staff decided to do as little pre-planning as possible, the only exception was the question of feeding the hungry crowd and the location of the tents and cooking spots.

The following day everyone began to work intently on making gypsy costume jewelry, cutting tent sticks, painting wagons and buggies in gay colors. Some groups set up fortune-tellers' booths; other planned concessions for food and favors. All this was happening individually and spontaneously; the group of youngsters kept their secrets from each other, the counselors sending reports of their plans and doings to the director, who loosely coordinated these activities in advance of the final day.

On the chosen day the morning period was spent erecting the gypsy village on the new site gaily decorated; animal stock was secured from neighboring farms to add a realistic touch; and at three o'clock the great caravan from the camp grounds to the gypsy fairground took place. The excitement ran high. Each cabin group was amazed and surprised to see what others had thought up. The camp doctor and the cook played their part by appearing as gypsies, though it never occurred to us that they could become absorbed in such "childish play." The director led the caravan dressed as a gypsy patriarch, smoking a long peasant pipe. Everyone else was riding in some sort of vehicle. At the arrival, at the fair grounds all

busied themselves in settling in. Fires were started, food was prepared, concessions did a thriving business. When darkness arrived, everyone gathered around a big fire and impromptu performances were given by excited counselors and children who were thoroughly acting their gypsy parts. When the day ended we all felt that the gypsy fair was the best dramatic performance we had ever participated in.

Thus a new tradition of spontaneous and creative make-believe on a large scale was started at our camp. In the same way we had a rodeo where we built a complete western village with a jail (and inmates), a court house, a general store, and all other trimmings. Some of the campers came in a covered wagon they made from a farm wagon, and the neighboring farmers who were invited came on horseback. At another time we had a county-fair with a milking contest, a poultry show, and to cap it off, a barn dance.

The big event last summer was our Midsummer's Day Forest Festival. One evening a group of counselors and children talked about strange forest creatures. Someone mentioned Shakespeare's "Midsummer Night's Dream" and before the evening was over we had decided to have a forest festival, for which we would make all the strange creatures which entered our fancy. Again only two days were allowed for the preparation for our Midsummer's Day Forest Festival. The craft shop was crowded with children making up owls and more fabulous birds. One group worked on fifteen-foot streamers which were to be hung from the trees in secluded spots known only to them and to be discovered by Midsummer's Day revelers.

At three in the afternoon at the end of the rest hour on the Day everyone began to assemble at the Great Hall. Though it took more than an hour for all the people to gather, there was no urge to get under way immediately, because as each new group appeared in their creations the excitement and wonder grew, and each had to be explained and examined. When at four o'clock the horse and wagon pulled up and some

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Courtesy Camp Charlevoix



Courtesy Girl Scouts, Inc.

Camping for Crippled Children

By

Ernest B. Marx

PART II

IN THE first half of this article, appearing last month, I stated that camping is ideal for training and teaching our democratic way of life. It should carry on where formal education stops. Certainly there is no better educational process than that of a carefully planned and well executed camp program. New educational discoveries and ideas are being made and developed constantly, but school systems tend to lag behind progress in the theoretical field, and much time is required for the infiltration of new ideas. Camp organizations, however, because of their compactness and in most cases their freedom from hampering convention, do not suffer from this handicap. A new idea, the worth of which has been demonstrated, can be quickly assimilated and put into practice in the camping program. Camps of this type will have for administrators, people with a progressive outlook and the ability to incorporate into the philosophy of their own camps the new ideas developed by their own experimentation and worthwhile ideas developed by others in the camping movement. Again such administrators must have a staff skillful enough and cooperative enough to work enthusiastically in joint planning and in execution of the program.

Two important ideas have recently risen to a prominent place in the program philosophy. The first of these is that the most valuable parts of a camp program are those in which there is the greatest camper participation—the ideal participation being that in which campers originate the activity, plan its execution, and carry it through to a successful conclusion with staff help kept to a minimum or dispensed with altogether. The second innovation is the emphasis upon group work. Through the ideas and observation of educators and leaders in the camping field, camp people have come to the conclusion that for much of the program the most value will accrue from those situations in which a small group, in most cases the cabin group, works toward some common end. These two additions to camping philosophy have been the major influences responsible for the creation of the modern camp program.

Many camps offer an opportunity for extensive camper participation and also an opportunity for campers to work in small groups by arranging the

program schedule so that the morning period is kept free for group activities. During such a morning period the only thing scheduled is the morning swim, and it is at this time that the cabin groups with their leader can plan and carry out those activities which they themselves wish to pursue in the way in which they wish to pursue them. The greatest freedom is permitted groups in the carrying out of their plans and many and varied are the resulting activities.

The counselor's position in this arrangement is that of follower and helper, rather than that of originator. To some leaders this is a difficult task. However, if a creative program is to achieve the results hoped for, the counselor must take his place in the background and follow the leads supplied by the campers. From whatever source the lead to the campers' interest comes, the counselor should be ready for the next step in the process, which is planning with the group in such a way as to insure reasonable success in carrying out their proposed activity. Too much emphasis cannot be placed upon the proper planning of an activity. It is not to be assumed that the counselor has no part in the planning and discussion. On the contrary, he is a member of the group, and as such, contributes his ideas the same as any other member of his group. Such a project, which has been based upon the real needs and interests of the group as indicated by their own suggestions, and which has been planned largely by the group itself, is almost certain to be carried out successfully.

The counselor who follows the leads of his group, who plans with them thoroughly, and who works with them until their ideas have achieved concrete form will find himself sharing with his group intense satisfaction over the completion of many and varied activities. He will find himself gazing with pride upon a cabin garden. He will find himself sitting relaxed around a camp fire with the satisfaction that comes from eating a well-cooked meal. He will be thrilled with his group at the view from a mountain top. He will know with his group the joy that comes through friendships and loyalties developed within a well integrated, forward-moving, special unit.

There is some program planning which should come from the administration. This planning has to

do with the parts of the program which are stable and are carried on every day at specified times. Swimming, boating, crafts, athletics, and the games room, are a few of such program items which are available every day at specified times. Of course the campers who participate in these may be different at each period, depending whether they have chosen that activity at that time.

In setting up any part or all of the program the individual needs of the campers must be provided for. This is especially true of the crippled child. It is important that his limitations in the way of activity be specifically known, as well as his abilities. And knowing this, the wise administrator must then provide enough program to hold the interest of all.

Programs in each camp may vary a great deal, and rightly so, if the camping staff is on its toes. For the environment of each camp is different and should indicate various opportunities which should be capitalized: fishing, hiking, pioneering, boating, historical points of interest, farming etc., are mentioned as cases in point. Again camp facilities should be taken into consideration when planning the program utilizing the materials found in the camp for handicraft, opportunities for studying nature, facilities for camping out, and the building of bridges, trails, and log huts, to itemize just a few.

There is another type of program which is often neglected. This is the rainy-weather program. Too often during a rainy spell neither the campers nor the counselors know what to do, as their program has been planned for fair weather. Therefore the program must be flexible enough to adopt any suggestion made by the campers themselves, and to fit in whenever and wherever there is an emergency. Crippled children can take part in all activities that are participated in by normal children. Quite often these activities may have to be modified to suit the individual needs of certain children according to their disabilities. And, it goes without saying that great care must be exercised to be sure that no camper injures himself, or weakens muscles or other parts of the body needing protection and care. The activity blanks prepared by each child's doctor before the child comes to camp are invaluable and indispensable aids in setting up the necessary safeguards and precautions for preventing damage to the bodies of handicapped children. Each member of the staff should be supplied with a list of the children under his care giving detailed report of information concerning the activity limitations of each child.

It will be found that there are some of the campers with restrictions so severe that they are very limited in the amount of physical activity in which they may indulge. Children so badly handicapped that they cannot participate in even a modified game can be used as umpires, referees, or scorekeepers, and thus

be made to feel that they are taking an integral part in all of the camp life. Activities requiring little moving about such as croquet, lawn bowling, horseshoes, miniature golf, quoits, ring games, and archery are particularly desirable for handicapped children who get keen enjoyment from them.

Hiking is always enjoyed by handicapped children, particularly if their camp is located in a spot where there are nearby points of interest. In planning hikes, campers of equal walking ability should be grouped together. Rest periods of five or ten minutes should be provided on the longer hikes. Sometimes it will be found advisable to use the camp station wagon, or other conveyance, in order that badly handicapped children are not denied the opportunity to join their cabin-mates or the camp group on hiking adventures.

Athletics and games, boating and fishing, swimming, hiking, nature trails, over-night camping, outdoor meals and cookery, pioneering activities, evening programs, camp fires and council fires, vesper services, crafts, and occupational therapy should all be included in the program for the handicapped child. Also some place should be provided in camp where the campers may go and read, to look at picture books, to play ping-pong, to use the various rubber-capped shooting devices that so delight some children, or to play non-active games such as checkers, chinese checkers, chess, or one of the many other types of board games. Such a place is best housed in a separate building. A place of this kind is invaluable on rainy days when campers cannot be out-of-doors. It is important that the camp staff be aware of the fact that the tempo of a schedule for this type of child, must necessarily be slower than the schedule for a camp with normal children. Much more time must be given handicapped children for such things as dressing, cabin detail, traveling to and from activities and also during the activities. The best test for determining the tempo of the schedule is whether the children are unduly fatigued at the end of the day.)

The question has often been asked, "what precautions should I take concerning handicapped children, who may come to my camp for normal children?". First and foremost, make no discrimination between them and the other campers. Allow them to be assimilated naturally into all parts of the camp life. They need to learn to take their place in a normal situation in a normal way. Second, enough should be known about their handicap so that all precautions may be taken to prevent injury. Third, the child's doctor should be contacted for advice as to possible restrictions of activities. Fourth, the camp director should be informed of special social limitations that might be broadened. Fifth, more rest may be needed for one individual, therefore signs of fatigue should be carefully noted. Sixth, if the child wears any sort of a

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Aloha Beginnings

By

Harriet Farnsworth Gulick

EDITOR'S NOTE: The many stories of the beginning of organized camping in America would make an interesting collection. The story of the beginning of Camp Aloha, started 39 years ago by the Gulick family, has been written by Harriet Farnsworth Gulick. Brief accounts of incidents leading to the establishment of camps will be published in the *Camping Magazine* from time to time.

ONCE upon a time (as long ago as 1897) Edward Gulick and wife with two other Dartmouth couples started out from Hanover, New Hampshire, for a picnic on lovely Lake Morey in the township of Fairlee, Vermont. While bicycling along the charming lakeshore, a house of fair size and well placed above the lake appeared. It was marked, "For Sale—Inquire at next house." After peeking through the windows we said to Mr. Gulick, "Just for fun, do find out what such a house might sell for." When Mr. Gulick rejoined us his eyes were dancing with amusement. That remarkably gifted farmer, choir leader in the village church, could hardly stop milking, while singing "Rocked in the Cradle of the Deep." His reply was, "What will you do? Will you run a road house? Will you sell liquor?" When satisfied as to those points, that slightly place became the summer home of the Edward Gulicks.

But how after five pleasant summers the idea of a camp developed is another story. I remember Mrs. Luther Gulick once saying, "Why shouldn't we have camps for girls in our country as well as for boys!" That set a spark of thought glowing long before Aloha really was born. Then, our Mamie, the children's wise and loving Negro nurse said, "You always fill this house from attic to cellar with cousins and friends, why not have a camp for girls—I'll cook!" Those last two words almost settled the matter, for Mamie's southern fried chicken and Philadelphia ice cream came well beyond the usual fame of such fare.

I think now with amusement of the attempts of friends to dissuade us. One offered a bribe of \$200 to keep Mr. Gulick in his chosen profession. Another city boarder on the Lake suggested that I can the abundant raspberries along our lake shore. I said, "You can raspberries, I would rather live and play with girls!" Finally Aloha started in 1905. We used a small booklet of pictures showing how the Gulicks with their four children and devoted collie, Laddy, had spent their preceding five summers. Of course, we had loyal friends, especially Dr. and Mrs. Charles



Courtesy Camp Aloha

Farnsworth, then of Teachers' College, and also Dr. and Mrs. Luther Gulick. Luther was always open-minded and a hearty backer of such a new adventure as camping for girls. The happy letters our girls wrote home that summer brought our original eighteen girls to twenty-four before the season closed.

Thus, thirty-nine years ago, Aloha Camp started off on its career, with great faith in young people, a keen enjoyment of many activities with them, plus much wit, humor, and good cheer.

A.C.A. Members Serve With UNRRA

A number of Girl Scout Professional Workers who have been active in various sections of the American Camping Association are now in training for service with the United Nations Relief and Rehabilitation Administration. These people are "on loan" from the National Girl Scouts and expect to go overseas where UNRRA will be active. They are: Eleanor Ault, acting president of the new Northeastern New York Section; Dorothy Donnell, treasurer of the New Jersey Section; Grace Hast of the new Nebraska Section; Catherine Hammett, formerly president of the New York Section, a member of the Publications Committee, whose article "Food Fights for Freedom—on the Camp Front, Too" appears in this issue; Katherine McCullough, former president of the Rocky Mountain Section and recently a member of the National Capital Section; Marion Sloan, first president of the Missouri Valley Section, now member of the Program and Training Committee of that Section. Though all of the group have had to resign their A.C.A. responsibilities, they report that they hope to be carrying camping far across the world.

More Birds==

Better Camps

By

Lawrence Hawks

MOSQUITO control is of interest to all camp directors as a part of their long-time conservation plan. Thoughtful planning to attract birds to the property to assist in the work is an approach which may be new to some camps. Yet birds do play an important role in insect control. There is much evidence to support the fact that mosquito control is increasingly important in many areas, due to wartime conditions, as a protection from the anopheles mosquito which spreads malaria.

Members of the Swallow family eat about two thousand mosquitoes daily. With this fact in mind the erection of tree Swallow houses, Martin houses, Barn Swallow ledges, or Bat roosts, around the water or marsh areas, is a realistic project and a pleasure.

Can you imagine a camper who recognizes the important mosquito control factor destroying or interfering with these birds? All Swallows, Swifts, Night Hawks, Bats, etc. gather insects while on the wing, scooping them into wide-open mouths as they fly through the air.

The Woodpeckers are nature's means of grooming the trees. Note how the Downy and Hairy, or Red-Headed Woodpeckers alight on the side of a tree and gradually work their way up, removing insects from the crevices of the bark as they go. Then note how the White or Red-Breasted Nut-Hatch alights on the upper parts of the tree, and works his way down, getting the insects that the others missed on the way up. As if that were not thorough enough the Creepers, who alight near the base and work their way up in graceful spirals, make sure the insects concealed on the angle are not missed. The crown must be thoroughly groomed; trees, too, have lice. So the Warblers are sent and they devour the tree lice at the rate of about two or three thousand per hour. Sometimes ants get into trees or more frequently build hills at the bases so the Flickers take up that job and eliminate them at the rate of five thousand or more each day. The Yellow-Billed Cuckoo will eat hundreds of Tent or Hairy Caterpillars each day.

No camp is complete without a Victory Garden and no Victory Garden is complete without a Wren house for the Wrens eat the cut worms and other objectionable insects that frequent most gardens, to

say nothing of their contributing beautiful songs.

Many of the virtues of man are evident among birds. The charming Mourning Dove will eat thousands of weed seeds each day yet starve next to a bushel of grain, faithful to its task.

With these facts in mind start your bird house program or sanctuary with gusto, build simple houses, follow the dimensions of natural cavities, paint in soft neutral colors, make the houses so they can be cleaned easily and place them in the birds' natural environment. Remember to put sawdust in the Woodpeckers' houses for they don't build nests.

Dehydrating Foods at Camp

By

Barbara E. Joy

It is hoped that many camps will find themselves this summer with a surplus of camp-raised fruits and vegetables which it will be advantageous to conserve in some form for future use. Preserving in glass jars and tins is the process most generally used to date but it is not the only or the best way. Some camp directors may wish to initiate their campers into the methods of conserving through the process of home dehydration. To that end, we have consulted two people who have up-to-the-minute knowledge of these techniques and they have been so kind as to suggest the following bibliography which will furnish adequate information for such a fine project. They are Mrs. George Janssen of the Department of Home Economics of the State University of Iowa and Mrs. Dewey Smith, who received her M.S. last spring on this subject. Mrs. Janssen reminds us that root vegetables should be carefully stored rather than conserved artificially, and that tomatoes are better canned than dried. By virtue of many experiments they have found that vegetables should be blanched before entering the dehydrating process, by steam or by immersion in salted boiling water.

When we realize how extensively our American Indians dried vast quantities of berries, vegetables and meats in the sun, we can begin to comprehend what we could do, if we ever so desired, with the help of present day scientific aid. In leafing over the following pamphlets, it seems to us that this idea is one which should appeal to many camp people who wish, as part of their program this summer, to make a really significant job of conservation of surplus foods.

Farm and Home Drying of Fruits and Vegetables. Farmer's Bulletin, No. 984. Revised November, 1933. Superin-

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Budget and Financial Report, 1943 and 1944

American Camping Association

Budget Year 1943	Actual Year 1943		Budget Year 1944	1944 1st Quarter Actual
INCOME				
		Section Gifts and Contributions		
	\$ 908.05	from Regional Conferences.....	\$ 900.00	\$ 490.00
\$6,394.46	5,752.41	Memberships	5,800.00	5,332.00
705.94	896.91	Subscriptions, Camping Magazine....	896.00	233.18
1,587.45	1,734.38	Advertising	1,750.00	737.12
536.67	590.69	Advertising Commissions	590.00	273.95
275.48	708.12	Resale; Transitory	564.00	488.29
<hr/>	<hr/>	TOTAL INCOME	<hr/>	<hr/>
\$9,500.00	\$10,590.56		\$10,500.00	\$7,554.54
EXPENDITURES—General Budget				
\$2,460.00	\$ 1,510.45	Salaries; Secretarial, Clerical	\$ 1,664.00	\$ 320.00
		*Executive Secretary		
290.00	283.97	Rent and Telephone	306.60	63.31
250.00	353.12	Supplies (Miscellaneous, Postage)	1,500.00	407.04
200.00	718.63	Promotion and Service		
	9.85	Travel (Reimbursing part of cost)	500.00	45.72
(3,200.00)	(2,876.02)	SUBTOTAL	(3,970.60)	(836.07)
Camping Magazine Budget				
\$ 900.00	\$ 348.00	Salaries; Secretarial, Clerical	\$ 392.00	\$ 150.00
310.00	279.18	Rent and Telephone	322.60	56.25
		Supplies—Miscellaneous		
260.00	256.64	Postage, Express, Adv. Expense	270.00	94.62
2,625.00	2,297.48	Overall Printing	3,320.00	1,328.86
155.00	211.23	Mailing and Copyright	217.00	73.34
(4,250.00)	(3,392.53)	SUBTOTAL	(4,521.60)	(1,703.07)
30.00	31.71	Bank Charges	30.00	15.69
	868.24	Resale; Transitory		398.65
2,020.00	2,025.71	Old Accounts	none	none
<hr/>	<hr/>	TOTAL EXPENDITURES	<hr/>	<hr/>
\$9,500.00	\$9,194.21		\$ 8,522.20	\$2,953.48
	1,396.35	Excess of Income over Expenditures	1,977.80	4,601.06
<hr/>	<hr/>		<hr/>	<hr/>
\$9,500.00	\$10,590.56		\$10,500.00	\$7,554.54
	\$1,401.43	Cash Balance at end of period		\$6,002.49
		Add Net: Accounts receivable and paid in advance, less current ac- counts payable.		979.18
	808.99	Total Cash Assets (not including supplies, furniture & equipment)		\$6,981.67
	<hr/>			<hr/>
	\$2,210.42			

* Generous aid from the W. K. Kellogg Foundation toward the salary of the Executive Secretary, terminates September 1.

The first quarter of the year represents the peak income period. Membership growth and contributions from the Sections are still necessary for substantial progress.

Cash assets now on hand result from a policy of the Board of Directors, and from efficient management by the headquarters staff. Briefly, the policy has aimed toward 1) no debts; 2) a cash reserve for wartime contingencies; and 3) assurance of adequate funds and income for such purposes as special studies, an improved Camping Magazine and greater service to the Sections.

Respectfully submitted,
A. COOPER BALLENTINE, Treas.

Resource Material in Camping

by

STUDIES AND RESEARCH COMMITTEE

Devotions for Youth

By Clark R. Gilbert (Association Press, 347 Madison, New York City) Price: \$2.00.

It's a one-volume, ready-to-use guide for any time or place that young people may want to join in informal worship. The author, a high school principal, has spent considerable time in the development of religious programs for young people. It is educationally sound and spiritually sincere, a guide for those who have had little experience in leading worship.

Health Bulletin for Teachers

"Morale in a Democracy", Vol. XIV, No. 1, November, 1942.

"Adaptability", Vol. XIV, No. 2, December, 1942.

"The Anatomy of Courage", Vol. XIV, No. 3, January, 1943.

"The Anatomy of Integrity", Vol. XIV, No. 4, February, 1943.

(School Health Bureau, Welfare Division of the Metropolitan Life Insurance Company of New York). Sent free to mailing list members.

Four extremely interesting and thought provoking issues should be brought to the attention of camp directors, as each is of such significance as a basis of discussion with older campers.

Indian Craft

By W. Ben Hunt (Bruce Publishing Company, Milwaukee, Wisconsin). Price: \$2.75.

For many years Mr. Hunt has been working with materials, ideas and boys at his rustic workshop at Hales Corners, Wisconsin. His new book has been written as a companion volume to *Indian and Camp Handicraft*. It contains easy step-by-step directions for making forty-five articles of unusual and authentic objects used in the life and culture of the Indian. The working drawings are clear, and good photographs show the attractiveness of the finished product. There is no duplication of materials in the new book. Price of *Indian and Camp Handicraft*, \$2.00.

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The Child Goes to Camp. For use by agencies. Mimeographed pamphlet. Price: 10 cents, plus postage.

Pre-camp Health Examinations. Mimeographed pamphlet. Price: 10 cents, plus postage.

Aims and Guides for Improving the Practice in Camping. Price: 75 cents, plus postage.

This covers such subjects as site and equipment, business and management, personnel, program, food, health, supplies, etc. Like most of their publications, it is the work of a committee.

Camp Directors Guide in Meal Planning, and Supplement.

Price: 35 cents, plus postage.

These two pamphlets are a "must" for those concerned with buying, meal-planning, and general conduct of the commissary department. Section III of the first item has absolutely the best coverage on the subject of dining-room practices, food habits, eating regulations, etc. that can be found in the literature.

Firelight Entertainments

By Margaret K. Siofer. (Association Press, 347 Madison Ave., New York, N. Y.) 1944. Price: \$1.50.

This book has been written from the experience of many evenings around campfires both in children's and adults' camps. An excellent help for camp counselors and directors, teachers, and group workers who help plan informal entertainments.

Charting the Counselor's Course

By Mary Northway. (Longmans, Green & Company, 215 Victoria Street, Toronto 2, Ontario, Canada). 1940. Price: \$1.00.

A book familiar to many camp directors and used by many counselors. Worthy of being called to the attention of staff members at frequent intervals. Of special value to new and young counselors in finding their place and responsibility in the camp program.

Correction in April issue. Nature Recreation

By Marguerite Ickis, has now been taken over by A. S. Barnes and Company, 67 West 44th St., New York, 18, N. Y.

Trees

By John Y. Beatty (M. A. Donahue Co., Chicago, Ill.) Price: \$1.50.

Beautifully illustrated, the book is designed to help the hiker to observe trees and learn their ways. It is in story form, the author presenting trees to Jack and Bill. It should be in every camper's library.—Dr. L. B. Sharp.

Arts and Crafts Book List

(National Recreation Association, 315 Fourth Ave., New York City) Price: 10 cents.

A 6-page bibliography of materials on classified subjects in this field.

Juvenile Delinquency and the Schools in Wartime

By U. S. Office of Education. (Superintendent of Documents, Government Printing Office, Washington 25, D. C.) Price: 10 cents.

The leaflet Number 8 in the School children and the War series, is based on answers to a questionnaire sent out by the U. S. Office of Education to which 65 school superintendents in 29 states replied. Includes chapters on: What Is the Problem? Some Typical Situations; What Are the Wartime Conditions Contributing to Delinquency? What Are the Schools Doing About It? Whose Responsibility? Suggestive references for further study are appended.

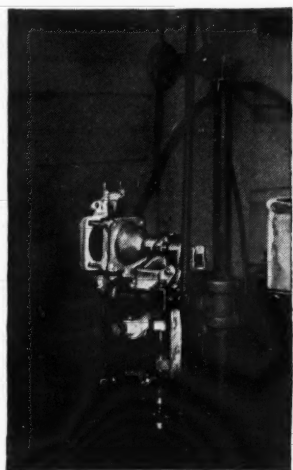
Group Experience, The Democratic Way

By Bernice Baxter and Rosalind Cassidy (Association Press, 347 Madison, New York City) Price: \$2.50.

A stimulating and practical orientation of group work's job in terms of the kind of people and habits of living that

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we need for tomorrow's world. To prepare youth in school, camp, club, church for leadership and responsible participation in the adult community is the important job for all of us and is the theme of this book. The authors show how the cooperative skills needed can be developed through group experiences and how the community may be used as a laboratory. Good for staff study and for those new staff members and volunteers digging into new jobs.

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The Day Camp Book

Catalog Number 20-605—Price: 50c

This book deals with day camping anywhere—at any time. What of day camping in the world today, when normal procedure is suddenly affected by so many outside forces? The Girl Scout organization feels that girls today need camping more than ever before, and that a day camp may be the most logical place for the expansion of a camping program to give benefits of outdoor living to more girls. The material in this book is basic to good planning in an emergency as well as in normal times.

Day Hikes

Catalog Number 20-603—Price: 20c

This book contains ideas for organizing hikes, suggested activities, helps in cooking, etc. related to day trips out-of-doors.

Camping for Crippled Children

(Continued from page 16)

brace, or other orthopedic appliance, care must be taken to see that it is properly worn and kept in repair. Seventh, many times there are personality traits to be overcome. The child may be spoiled by too much waiting on at home, or the child may be easy to spoil by too much attention in camp. Eighth, written signed permission for the child to go to camp should be obtained from the parents. Ninth, these children should be constantly watched and checked by the camp medical staff. Tenth, some evaluation should be made of the child's experience in relation to the other campers, and to the camp as a whole.

If you have never had the experience of working in a camp for crippled children, or have never included them in your camp for normal children, you have missed a lot. In my twenty-five years of camping experience the last eight years spent in camping with the handicapped child have been far richer in experience and service than all the rest.

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—(Bernard S. Mason, Editor, The Camping Magazine)

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"Dig a Well"

(Continued from page 10)

augurated for those libraries that contain fiction, thus making it possible to keep track of books taken to cabins.

Right now there are books moldering in your camp library that are full of valuable information; many of them are attractively written and designed for camper appeal. The traditional attitude toward books—keeping them in libraries, giving them the care of museum pieces, and reverencing them as one would an idol—is, it seems, no longer valid. The day when books were scarce and expensive has passed and books are now within the means of almost everyone. Just as the worn-out tool of the craftsman can be replaced, so can the worn-out tool of the scholar. But it will cost too much, did I hear you say? I leave it to you to put the price on human happiness. How simple it is to point the way to "a well where others may drink."

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Camp Festivals

(Continued from page 13)

of the children got in, the procession through the forest started. From high beech trees weird birds made the day before looked down on us; strange beasts of cardboard peered from behind at the live ones in the wagon; colorful streamers came into view as we rounded the turns in the lane. The excitement grew as we came in sight of the forest clearing which was to be the scene of our celebration. Big steaming kettles of food had been set up by the kitchen force. A May-pole with long streamers invited dancing. The call for food brought all to the kettles, and a contented calm came over the crowd as they ate. Suddenly one of the counselors appeared out of the dusky forest in a suit of shining armor carrying a wooden sword.

"I'm hunting for the dragon," he called. "Come on and hunt with me!"

And forty-five excited children followed down the forest paths after him. This hunt with which this story starts climaxed our festival. After the dragon-chase, the children gathered around the camp-fire again, and then everyone walked and rode back to the camp. And this all happened in a camp for physically handicapped children near Cleveland. Several of the campers wore braces or had to use crutches. Thus another season came to an end for these children, with an experience which could happen only at camp.

Dehydrating Foods at Camp

(Continued from page 18)

tendent of Documents, Washington, D.C., Department of Agriculture. Price: 5 cents.

Drying Foods for Victory Meals. Farmer's Bulletin, No. 1918. 1942. Superintendent of Documents, Washington, D.C., Department of Agriculture. Price: 10 cents.

Dehydration of Fruits and Vegetables and Utilization of Dehydrated Products by Woodroof, DePree and Thompson. Bulletin, No. 225. February, 1943. Georgia Experiment Station, Experiment, Georgia.

The Dehydration of Vegetables. Quartermaster Corps, U.S. Army, Chicago, Illinois. Special Subsistence Bulletin by Mrak and Cruess. J.Q.M.D. 712-1-29-42.

Home Dehydration and Wartime Conservation of Fruits and Vegetables by Mack and Mack. Bulletin No. 1. September, 1942. Richards Institute of Pennsylvania State College, State College, Pennsylvania.

Dehydration of Fruits and Vegetables in the Home by Shuey. March, 1943. University of Tennessee, Agricultural Experiment Station, Knoxville, Tennessee.

General Information Sheet on Dehydration of Vegetables by The Dehydration Committee, Bureau of Agricultural Chemistry and Engineering, U. S. Department of Agriculture, Washington, D.C., Mimeographed sheets, ACA-163, Revised 7-9-42.



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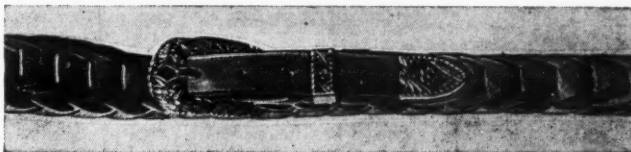
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(Continued from page 6)

OF COURSE WE STILL COOK OUT—Published by the Girl Scouts (Catalog No. 20-530—5c.)

THE FOOD WE LIVE BY—Superintendent of Documents, Washington, D. C.—5c.

NATIONAL WARTIME NUTRITION GUIDE—NFC-4, U. S. Dept. of Agriculture, Washington, D. C.

HOME CANNING CHARTS—set of 20 for 50c—Superintendent of Documents, Wash., D. C.

SEND FOR THESE HELPFUL BOOKLETS

The educational and informatory material listed below will be sent **FREE** to camp owners, directors and counselors. Send a postcard or letter to the manufacturers at the addresses listed. Please mention **THE CAMPING MAGAZINE** when writing for booklets.

Manufacturers are invited to submit suitable material for possible listing in this section.

"1944 Summer Camp Manual"—Kellogg Co.'s excellent menu planning and recipe manual. Invaluable to camp cooks and dietitians. Kellogg Co. has also prepared the "Manual of Cooking for Boy Scouts", "Trail Cookery for Girl Scouts" and "Campfire Cookery—Menus and Recipes for Outdoor Cookery". Each of these attractively illustrated booklets is filled with directions on preparing meals sure to satisfy those ravenous outdoor appetites. Write to Kellogg Co., Camp Department, Battle Creek, Michigan, specifying which booklets you wish to have.

Craft Catalogs are available from the following companies:

"Leathercraft"—Osborn Brothers, 233 W. Jackson Blvd., Chicago 6, Ill.

"Leathercraft"—J. C. Larson Co., 180 N. Wacker Dr., Chicago, Ill.

"Archery"—Indianhead Archery & Mfg. Co., Box 303, Lima, Ohio.

"Arts and Crafts for Hand Decoration"—Thayer & Chandler, 910 West Van Buren St., Chicago, Ill.

"Archery"—L. C. Whiffen Co., Inc., 828 W. Claybourn St., Milwaukee, Wisconsin.

"Indian Crafts"—Plume Trading & Sales Co., Inc., 10 W. 23rd St., New York 10, N.Y.

"Archery"—Ben Pearson, Inc., Pine Bluffs, Arkansas.

"Catalog of Craft Supplies"—American Handicrafts Co., 193 William St., New York, N.Y.

"Craft Reporter"—Craft Service, 337 University Ave., Rochester, N.Y.

Fellowcrafters, Inc. 64 Stanhope St., Boston, Mass.

The Handcrafters, Waupun, Wisconsin.

Metal Crafts Supply Co., 10 Thomas St., Providence, R.I.

"Silvercraft Supplies"—Wm. J. Orkin, Inc., 373 Washington St., Boston, Mass.

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"Water Power from Small Streams"—with detailed information on harnessing water power to supply electricity for electric lights and power, pumping water and driving small machinery at your camp. Though not available immediately because of wartime needs, information will be sent on request to Mr. C. C. Harris, President, Brook Water Wheel Co., Orange, Mass.

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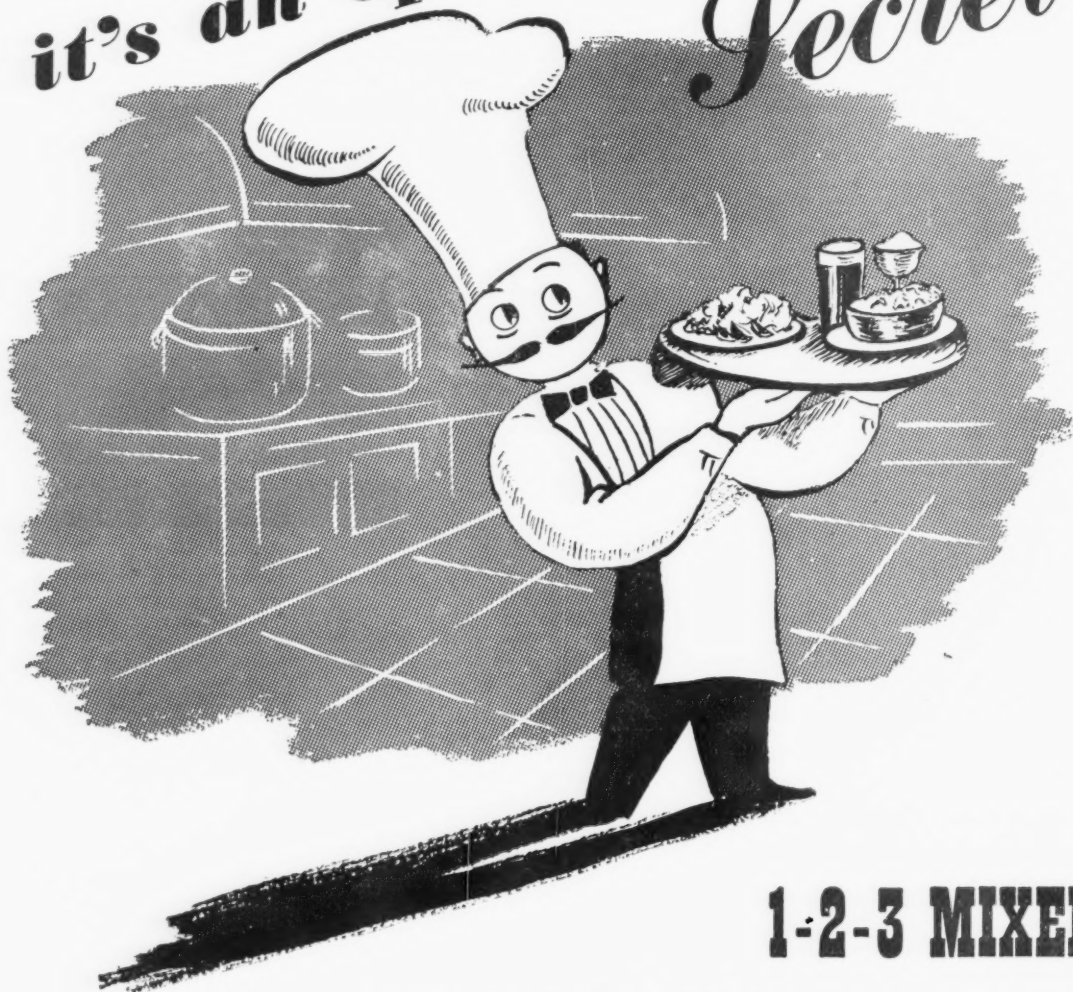
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(Continued from page 6)

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